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ABSTRACT

The purpose of the study was to determine to what extent the administrators, counseling staff, and full-time faculty members of the Frederick Campus of Tidewater Community College were aware of and influenced by career education in the development of new and modification of existing programs. A four page, 12-item, locally constructed questionnaire was used. The sample consisted of 13 administrators, seven counselors and 81 full-time faculty members. The results of the tabulation were evaluated to identify the three groups' understanding of career education, the extent to which they used career education in their respective areas, to what extent the Campus Career Education services were used, and needs for future institutional planning in this area. A majority of those surveyed indicated that career education was important to their academic discipline, that it was part of their personal educational philosophy, and that it was positively affecting their program content through greater student interest. The majority also agreed that the best definition of career education was providing students with skills for selecting, preparing for and finding employment. However, their explanations of the method used to incorporate career education in the classroom indicated that they were providing occupational information and not teaching career development skills. This suggested a contradiction between the acknowledged, and defined goal of career education, and the type of information provided in the classroom. This contradiction resulted in the recommendation that a second phase of defining the skills and implementation methods be initiated. (Author/LBH)

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THE EFFECTS OF CAREER EDUCATION ON COLLEGE CAMPUS PERSONNEL

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Abstract

THE EFFECTS OF CAREER EDUCATION
ON COLLEGE CAMPUS PERSONNEL

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The major thrust of this study was to provide a measure of the extent of the awareness and understanding of career education in a selected educational setting. The purpose of the study was to determine to what extent the administrators, counseling staff, and full-time faculty members of the Frederick Campus of Tidewater Community College were aware of and influenced by career education in the development of new and modification of existing programs.

The survey research method was used for the study and employed a four page, twelve item, locally constructed questionnaire. The sample consisted of thirteen administrators, seven counselors and eighty-one full-time faculty members. The results of the tabulation were evaluated to identify the three groups' understanding of career education, the extent to which they used career education in their respective areas, to what extent the Campus Career Education services were used, and needs for future institutional planning in this area.

A majority of those surveyed indicated that career education was important to their academic discipline, that it was part of their personal educational philosophy and that it was positively effecting their program content through greater student interest. The majority also agreed that the best definition of career education was providing students with skills for selecting, preparing for and finding employment. However, their explanations of the methods used to incorporate career education in the classroom indicated that they were providing occupational information and not teaching career development skills. This suggested a contradiction between the acknowledged, and defined goal of career education, and the type of information provided in the classroom. This contradiction was further suggested when the majority indicated that actual student needs most influenced their development of a career education philosophy; while at the same time, a majority also noted employability of the students as the lowest factor of importance. This contradiction resulted in the recommendation that since the first phase of emphasizing the need for career education was successful, a second phase of defining the skills and implementation methods be initiated.

Introduction

Since 1971 Career Education gained momentum as a major influence in the educational community. The major thrust of this study was to provide a measure of the extent of the awareness and understanding of career education in a selected educational setting. The Frederick Campus of Tidewater Community College was selected for study. The purpose of the study was to determine to what extent the administration, counseling staff, and full-time faculty members from the Frederick Campus of Tidewater Community College were aware of and influenced by career education in the development of new and modification of existing programs.

Research Methods

The survey research method was used to determine to what extent the administration, counselors, and faculty members of the Frederick Campus of Tidewater Community College were aware of and influenced by career education in the development of new and modification of existing educational programs. A four page, twelve item, locally constructed questionnaire was used. The questionnaire was placed in the campus mail box of each administrator, counselor, and full-time faculty member on the Frederick Campus. The persons completing the questionnaire were requested to return them to the researcher also by campus mail. Each survey instrument was numerically coded in the upper right hand corner on the first page. The coding was used to credit the returned questionnaires to either administrators, counselors, or faculty members for tabulation purposes. The codes were also used to determine to whom the second mailing of follow-up questionnaires were to be sent. The follow-up questionnaires

were sent two weeks after the initial mailing and the final tabulation was completed at the end of the fourth week following the first mailing of the survey instruments.

Sample

All thirteen administrators, seven counselors and eighty-one full-time faculty members employed on the Frederick Campus of Tidewater Community College including three administrative assistants were surveyed. The administrators included the Provost, Dean, Directors of specialized areas, and their assistants, academic division chairmen and coordinators of various student services. All administrators, counselors and faculty members surveyed had at least a masters degree, except in specialized technical areas, in which an equivalent of ten years experience was the minimum qualification. Those surveyed represented various national backgrounds, with approximately ten percent black and thirty precent female participants.

Career Education Program

The Career Education program on the Frederick Campus of Tidewater Community College was established August, 1974. It was administered by a counselor/instructor with the title of Coordinator of Career and Cooperative Education/Placement. In addition to the administrator, the staff consisted of a full-time secretary and a part-time work-study student. The Career Education office consisted of a three-room complex: a career development information resource room; a job placement/secretary's office; and, a career counseling/administrators office.

The Career Education program endeavored through the regular curriculums, special classes, and selected individual sources to instill students with motivation toward the world of work, orientation to the many job opportunities available, and exploration of occupations consistent with individual interests and abilities. The program was designed to help students become oriented to select, prepare for, enter, become established, and advance in individually satisfying and productive careers which are also consistent with the occupational needs and technology of the world of work.

The program offered a developmental approach to career education to stimulate as early as possible the clarification of personal career interests and goals. This approach included an involved review of the students personality, aptititudes and abilities, and investigation of suitable career opportunities. Educational/Vocational decision making seminars and instruction related to employment were provided. Resources were maintained with ready access to information about prevailing pay rates, job requirements, and other pertinent data which helped form the foundation for career decision making. Also, one, one-day workshop had been held to familiarize the counseling staff with the principles of career education.

The Survey Instrument

The questionnaire consisted of twelve questions on four pages in check list form. The basic themes of the questionnaire dealt with understanding career education, the extent to which the person surveyed used career education in their respective area, and their knowledge of the career education services available on the Frederick Campus. A copy of the questionnaire can be found

in Appendix B. An explanation of the purpose of the survey accompanied the questionnaire in the form of a cover letter. A copy of the cover letter can be found in Appendix A. It was believed that by not requiring the name of the person surveyed a more candid response would be received. The questionnaires were numerically coded to enable the researcher to distinquish between the administrators, counselors, and faculty for purposes of tabulation.

Distribution of Survey

Permission to conduct the survey was obtained directly from the Campus Provost, each Faculty Division Chairman and the Coordinator of Counseling. The actual distribution of the survey was made by placing the questionnaire in each person's campus mail box.

Method of Analysis

Results of the survey were tabulated as a campus as a whole and then broken down into three sub-groups. Administrators, Counselors, and Faculty members by divisions. The results of the tabulation of the questionnaires were evaluated to identify the groups understanding of career education, the extent to which they used career education in their respective areas and to what extent the campus Career Education services were used. These results were represented in table form by question and group, and then discussed.

Analysis and Results

The sample used for the study was composed of one hundred and four full-time personnel from the Frederick Campus of Tidewater Community College, Portsmouth, Virginia. This total represented thirteen administrators, seven counselors, eighty-one faculty members and three staff assistants. The administrators were Provost, Dean, Division Chairmen, Directors and Coordinators of Student Service Actitities. The faculty members were from the three subject area divisions of Business and Public Services Technologies, Humanities and Social Sciences, and Technologies and Natural Sciences. As shown in Table 1, the faculty responses to the survey were the largest due to the higher proportion of personnel in this category.

Fourty-three of the one hundred and four personnel surveyed responded. Six responses were administrators, six were counselors, and thirty-one were faculty members. None of the three staff assistants responded.

Table 1

A Summary of Personnel Responses to the Survey by Area of Responsibility

Area	Total	Responded	Percentage
Administrators	13	6	46.15
Counselors	7	6	85.71
Business Division	19	12	63.15
Humanities Division	26	11	42.30
Technology Division	36	8	22.22
Staff Assistants	3	0	0.
Total	104	43	41.34

Twenty-nine of the survey respondents had been employed by the college three or more full years, eight respondents had been employed less than three full years, five respondents had been employed less than two full years, and one that had been employed less than a full year.

As shown in Table 2, in answer to question number 2, twenty-nine respondents indicated that in their opinion statement (d), providing students the skills needed to select, prepare for, and find employment, best defined career education. Nine selected statement (a), relating educational information to its application in the world of work, and five selected statement (c), preparing students to secure employment within their curriculum of study. No one selected statement (b), modifying the educational system to meet the employment demands of the world of work.

Table 2

A Tabulation of Responses to Question Number 2

Question: In your opinion, which statement best defines Career Education?

Responses	Distractors
9	a. Relating educational information to its application in the world of work.
0	b. Modifying the educational system to meet the employment demands of the world of work.
5	c. Preparing students to secure employment within their curriculum of study.
29	d. Providing students the skills needed to select, prepare for, and find employment.

This majority (29 of 43) selection of distractor (d) as the statement that best defined career education was compared to the response to question 7 as shown in Table 3, which asked the respondents to select a method and give an example of how the principles of career education were incorporated in their classroom.. Twenty-four respondents selected (b), relating curriculum content to the world of work. Twenty-one respondents selected (c), encouraging students to seek information about their choosen careers. Fourteen selected (d), providing opportunities for the students to pursue career information as a part of your course. All three selected distractors were principles of career education, but the examples given did not correspond to the definition previously selected by the majority in question 2, that implied career education was meant to provide students with skills to select, prepare for, and find employment. The following list of all eighteen examples given, indicated providing students with information, rather than teaching them skills:

5	Examples:	Giving assignments related to careers
4	Examples:	Lecturing on career opportunities
3	Examples:	Relating curriculum content to the world of work
2	Examples:	Guest speakers from curriculum area
1	Example:	Inviting employment recruiters
1	Example:	Using field trips
1	Example:	Cooperative Education
1	Example:	Examples from Teacher's experiences

Table 3

A Tabulation of Responses to Question Number 7

Question: Indicate the method(s) used to incorporate the principles of career education in your classroom. Please provide an example.

Responses	Distractors
1	a. I have not yet incorporated the principles of career education in my classroom.
24	b. Relating curriculum content to the world of work.
21	c. Encouraging students to seek information about their choosen careers.
14	d. Providing opportunities for the students to pursue career information as a part of your course.
2	e. other: cooperative education, and internships.

As shown in the breakdown of responses to question number 3 in Table 4, the majority of respondents indicated that they thought career education services had been available on the campus for more than three years. At the time of the survey the Frederick Campus Office of Career Development/ Placement had been operating for two years and two months. Seventeen respondents indicated that the services had been available for two years.

Table 4

A Breakdown of Responses Indicating Estimates of Length of Time Career Education Services Had Been Available on Campus

Area	Not Available	Just Orginated	2 Years	3 Years or more
Administrators		1	4	1
Counselors			2	4
Business Division	1	1	5	7
Humanities Division			5	6
Technologies Division		1	1	3
Total	1	3	17	21

The results of the sections of the questionnaire concerned with the methods by which the respondents had learned of the career education services on campus and the career education movement in general, indicated no one method that was far superior to any other. The greatest number indicated that they had learned of campus career education services by reading campus materials, 18 of 54, and 17 of 54 indicated during a presentation or orientation. A number of the respondents circled several selections. Consequently, the total responses exceeded the number of people surveyed for both questions 4 and 5. This factor was important in the analysis of the question responses in that it indicated that more than one method of campus information dissimination had been effective. The respondent similiarly indicated a varied number of ways in which they had

gained information about the career movement in general. The majority, 21 of 51, indicated they had learned of career education informally from colleagues as well as 18 of 51 from professional readings.

The results of the section of the questionnaire concerned with how the respondents educational philosphy had been affected by career education, shown in Table 5 indicated a majority, 24 of 43, had always had the principles of career education in their education philosophy. The results also indicated that a majority 31 of 43, had had their development of their educational philosophy most influenced by actual student needs. However, it did serve to note that twenty-six (which represented 72 percent of those who responded) did think that career education had positively effected their classroom content. Eighteen respondents gave explanations of the positive effect they had experienced. Fourteen of these explained effects dealt with increased motivation on the part of the instructor to relate curriculum content to the world of work experiences.

Table 5

A Tabulation of Responses to Question Number 6

Question: Has your education philosophy been affected in any way by career education?

Responses	Distractors
8	a. Yes, I now include and emphasize the principles of career education in my educational philosophy.
7	b. Yes, I now include but do not emphasize the principles of career education in my educational philosophy.
24	c. No, I have always had the principle of career education in my educational philosophy.
4	d. No, I do not include the principles of career education in my educational philosophy.

As shown in Table 6, the majority of those sureyed indicated that they felt academic content rated highest in importance in view of their personal educational philosophy. In addition, a majority of responses indicated that eventual employabilitiy of students rated lowest in their educational philosophy.

Table 6

Ratings of Selections in Importance To Educational Philosophy

Selection	Ratings highest 1	2	3	4	5	6	lowest 7
Academic Content	17	7	9	3	4	0	0
Student Involvement In Class Activities	9	7	9	5	6	3	2
Relationship of Material to Student Experiences	3	6	8	4	10	7	0
Style or Method of Classroom Presentation	3	5	6	4	5	8	9
Relationship of Material to Student Career Choices	4	10	2	7	6	9	3
Completion of Course Material	2	2	9	10	3	6	9
Eventual Employability of Students	9	2	5	4	4	3	14
Other (Meaning-full Learning Experience)	1	0	0	0	0	0	0

A majority, 32 of 35, of those personnel answering Question 12, indicated that they felt career education was important to their academic discipline. The majority, 13, of the respondents explained that the courses they teach in their own academic area were made more meaningful to the students if the content was related to career goals. Seven other indicated on their example that career education is important to their academic discipline because the altimate goal of education is employability.

All of the survey forms that were returned were grouped according to counselors, administrators and faculty. The faculty survey forms were grouped according to the academic division in which they taught. The answers and combined totals of responses from each group were compared. Throughout the questionnaire, there occured no significant differences in the philosophy, acknowledgement of sources of explained responses between the administrators, counselors, or academic disciplines among the faculty. This lack of significant difference was explained, in part, by two factors. First, all counselors and most administrators taught at least one or more courses during the previous academic year. Therefore, all personnel would have tended to respond on the basis of a classroom related and developed philosophy. Secondly, all campus originated career education philosophy, materials and services were dissiminated consistently and equally to all personnel. Thus, any influence from this source would have offered a standardized career education basis for everyone.

All of the fourty-three respondents indicated that to some degree they were aware of the existance of a number of career education services on campus, that they had used them to complement their class or area of responsibility, and that they had recommended these services to students. As shown in Table 7,

Table 7

A Breakdown of the Awareness, Use and Recommendations of Career Education Services

Exist	Rank of Existance	Used	Rank by Use	Recommended	Rank by Recommendations	Services
23	3	8	5	24	1	career counseling (day
20	5	5	7	14	4	career counseling (evening)
18	7	0	12	10	6	company information files
21	4	5	7	13	5	occupational info. files
21	4	3	9	9	7	career courses (1 hour)
17	8	3	9	8	8	career courses (3 hour)
16	9	3	9	6	10	A.V. occupational info.
17	8	1	11	7	9	A.V. career ed. info.
24	2	2	10	9	7	career library texts
21	4	4	8	10	6	occ. interest testing
21	4	5	7	13	5	aptitude testing
19	6	12	1	5	11	career ed. resource speake
14	11	2	10	3	13	job club (non-existing)
17	8	8	5	5	11	market info. (non-existing)
26	1	11	2	18	2	co-op education program
21	4	6	6	8	8	career orientation program
21	4	6	6	7	9	career education week
15	10	3	9	2	14	career advisory committee
26	1	9	4	15	3	campus recruiters schedule
17	8	8	5	14	4	resume prep. assistance
16	9	6	6	7	9	curriculum theme weekly
17	8	10	3	4	12	follow-up study
12	12	2	10	5	11	career symposiums (n.e.)
14	11	3	9	5	11	industrial field trips (e.

a breakdown of the awareness, use and recommendation of career services indicates that each area in almost every case. The company information files was the only distractor that was not indicated to have been used by the respondents. Career counseling (day) and Cooperative Education were the two distractors that received the most combined acknowledgements of existence, use and recommendations; fifty-five indications out of a possible one hundred and twenty-nine. Four distractors were included that did not exist. These four, job development club, Market Trend information reporting, career symposiums, and industrial field trips, received as many as thirty combined acknowledgements and the low for all nineteen selections.

SUMMARY, CONCLUSIONS; AND RECOMMENDATIONS

Although the history of career education was traced back to the beginnings of man, its most recent emphasis and clarification began in 1971. It was during this time that Sidney P. Marland, then the United States Commissioner of Education, clearly defined and gave impetus to the career education movement. Since that time, the leadership and innovation of Commissioner Marland and other concerned educators like him developed career education into a guiding force in the educational community on a national scale. Career education quickly gained importance because it came when the country's economy and social conditions were poor, and it promised a method by which everyone would be provided the skills needed to select, prepare for, and find employment. In an effort to determine the familiarity of a selected group, at one educational level with career education, and the possible effect career education had upon them, a survey of the researcher to determine to what extent the administration, counseling staff, and faculty members from the Frederick Campus of Tidewater Community College were aware of, and influenced by career education in the development of new and modification of existing programs.

CONCLUSIONS

The majority, 32 of 43, of the personnel surveyed indicated that career education was important to their academic discipline. A majority, 24 of 43, also indicated that the principle of career education had always been in their own personal educational philosophy. However, an almost equal majority, 26 of 43, indicated that career education had a positive effect on their classroom and

and program content. This effect was explained as an increased motivation on the instructors part to relate curriculum content to its practical use in the world of work. It was concluded from this data that the majority of personnel had been positively influenced by career education in the modification of existing curriculum content.

The majority of those polled, 29 of 43, agreeded that the best definition of career education was providing students with skills for selecting, preparing for, and finding employment. However, their explanations of the methods used to incorporate career education in the classroom indicated that they were providing occupational information and not teaching career development skills. This suggested a contradiction between the acknowledged, and defined goal of career education, and the type of information provided in the classroom to achieve that goal. This contradiction was further suggested when the majority, 31 of 43, indicated that actual student needs most influenced their development of a philosophy regarding career education; while at the same time, a majority also rated the eventual employability of students as the lowest factor of importance in their education philosophy. It was concluded from this information that the personnel surveyed were aware that the goal of career education was to provide students with career development skills. These skills included understanding and appreciating the need for career development, and learning how to obtain and evaluate information about themselves, occupations, potential employers and how to secure their ultimate career goal. The instructors were, however, only emphasising occupational information in their classroom instruction. This fact also accounted for the low importance rating of the eventual employability of students in the personnel's educational philosophy. Since they were not providing students with career development skills, they did not deem

themselves responsible for the student's eventual employment.

The results of the suvey also indicated that the personnel of Frederick Campus had learned of career education from many various sources. There was no one method through which a majority of the information about the campus career services had been dissiminated. However, some of those surveyed acknowledged the existence of non-existent career educational services. This point, combined with the previously discussed contradiction of career education goals, suggested that although career education information was being successfully dissiminated by various methods, the information's intent and content was not properly conveyed or interpreted.

It was concluded that the overall results of the survey indicated that all personnel were supporting, and implementing a career education philosophy. Although career education had been accepted, a clarification of it's goals and methods of implementation were needed.

Recommendations

Based on the findings of this study, it is recommended that further investigation of the personnel's perceived role in career education be undertaken to determine in what manner the goals of career development can best be advanced. In addition, it is recommended that included in further reports should be an in-depth study to determine the most efficient methods of communicating the skills of career education from career education office to campus personnel, and from campus personnel to students. It was also recommended that since the first phase of emphasising the need for career education had been completed, a second phase of defining the skills and implementation methods be initiated through campus inservice workshops and departmental meetings.

TIDEWATER COMMUNITY COLLEGE PORTSMOUTH, VIRGINIA 23703
FREDERICK CAMPUS 484-2121

Dear Colleague:

The Career Development/Placement Office is in the process of determining to what extent the administration, counselors and faculty on the Frederick Campus are aware of and influenced by career education. This is not an evaluation of our office or your involvement. The results will be used, however, to plan future program emphasis.

Only ten to fifteen minutes will be needed to complete the questionnaire. Your individual response will be kept confidential, and a complete summary of the results will be available upon request. Please respond to the questionnaire and return it to me or to the Career Development/Placement Office.

Your cooperation is appreciated.

Sincerely,

Sam Lamb

Samuel H. Lamb
Career Development/Placement Counselor

SHL/mjj

Appendix B

-1-

Circle the letter corresponding to your selected response.

1. How long have you been employed by the college?

1 a. less than 1 full year.

5 b. less than 2 full years.

8 c. less than 3 full years.

29 c. more than 3 full years.

2. In your opinion, which statement best defines career education.

9 a. relating educational information to its application in the world of work.

5 b. modifying the educational system to meet the employment demands of the world of work.

29 c. preparing students to secure employment within their curriculum of study.

d. providing students the skills needed to select, prepare for, and find employment.

3. How long have career education services been available on your campus?

1 a. career education services are not available.

3 b. this service was just originated this year.

17 c. 2 years

21 d. 3 years or more

4. By what method have you learned of the career education services on campus?

17 a. during a presentation or orientation.

18 b. reading campus materials

14 c. informally from collegues

5 d. other (please indicate)_____

5. By what method have you learned of the career education movement in the field of education.

10 a. during a graduate class

18 b. from professional readings

21 c. informally from colleagues

2 d. other (please indicate)_____

6. Has your education philosophy been affected in any way by career education?

8 a. yes, I now include and emphasize the principles of career education in my educational philosophy.

7 b. yes, I now include but do not emphasize the principles of career education in my educational philosophy.

24 c. no, I have always had the principle of career education in my educational philosophy.

4 d. no, I do not include the principles of career education in my educational philosophy.

7. Indicate the method(s) you use to incorporate the principles of career education in your classroom. Please provide an example.

1 a. I have not yet incorporated the principles of career education in my classroom.

24 b. relating curriculum content to the world of work.

21 c. encouraging students to seek information about their choosen careers.

14 d. providing opportunities for the students to pursue career information as a part of your course.

2 e. (other , please indicate)_____
_____

Example_____
_____

8. What has most influenced your development of a philosophy regarding career education?

4 a. current national literature emphasizing its importance.

3 b. local campus emphasis emphasizing its importance.

31 c. actual student needs

7 d. (other, please indicate)_____
_____

9. Indicate from among the services below those that you are aware that exist on campus, those you have used to complement your class or area of responsibility and those you have recommended to students for their benefits.

Exist	Used	Recommended	
____	____	_____	career counseling (day)
____	____	_____	career counseling (evening)
____	____	_____	company information files
____	____	_____	occupational information files
____	____	_____	career courses (1 hour credit)
____	____	_____	career courses (3 hour credit)
____	____	_____	audio visual occupational information
____	____	_____	audio visual career education information
____	____	_____	career education library texts
____	____	_____	occupational interest testing
____	____	_____	aptitude testing
____	____	_____	career education resource speakers arranged
____	____	_____	job development club
____	____	_____	market trend information reporting
____	____	_____	cooperative education program
____	____	_____	career orientation programs given
____	____	_____	career education week
____	____	_____	career education advisory committee
____	____	_____	on campus recruiters scheduled
____	____	_____	resume preparation assistance
____	____	_____	curriculum related career information featured weekly
____	____	_____	follow-up study of graduates
____	____	_____	career symposiums
____	____	_____	industrial field trips

10. Rate the following selections according to their importance in your educational philosophy. 1 being the highest, 7 being the lowest.

____ a. academic content.

____ b. student involvement in class activities.

____ c. relationship of material to students experiences.

____ d. style or method of classroom presentation.

____ e. relationship of material to student career choices.

____ f. completion of course material.

____ g. eventual employability of students.

____ h. (other, please indicate)_____
_____

11. How has career education effected your class content or program administration? (Use back of questionnaire if necessary)

26 a. positively (how, please explain)_____
_____
_____

1 b. negatively (how, please explain)_____
_____
_____

33 c. no effect (how, please explain)_____
_____
_____

12. Do you feel that career education is important to your academic discipline? (Use back of questionnaire if necessary)

32 a. yes (why, please explain)_____
_____
_____

3 b. no (why, please explain)_____
_____
_____